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ABSTRACT

Materials related to a humanities program for talented and gifted students in grades seven through nine that reinforces skills in communication, research, and thinking and provides for independent study, are presented in this paper. Among the materials provided are the following: (1) statements about the goals, development, and format of the program: (2) a list of topics covered in the program: (3) a number of course planning worksheets that list course goals and competencies along with related instructional objectives, suggested teaching strategies, related resources (including books, films, and handouts), and evaluation methods and criteria: (4) a compilation of ideas about essential processes in creative thinking and about classroom methods for teaching them: (5) a student packet to help develop research skills: (6) suggestions for conducting a group writing clinic to help students improve their writing skills: (7) materials to use in helping students consider the future and in helping them analyze their learning and thinking styles: and (8) an orientation handbook for program mentors. (GT)

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Planned Course Statement

A Humanities TAG Program

Grades 7-9

Dorothy Bean

April, 1980

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CS205817

PLANNED COURSE STATEMENT

DEPARTMENT Special Education AREA OF CURRICULUM Humanistics

COURSE TITLE TAG Program COURSE NO. _____

LENGTH One Year CREDIT 1 GRADE LEVEL 7, 8, 9

PREREQUISITE Special selection WRITTEN BY Dorothy Bean

DESCRIPTION:

Gifted and talented children are a powerful natural resource for the improvement of the human condition. It is our responsibility to help these children reach their potential by providing learning environments, experiences, and relationships which will expand their learning potentials, their goals for self, and their personal frame of reference.

We must recognize each child's uniqueness and provide for each child's needs through an individualized educational plan. First, skills in communication, research, and thinking will be reinforced. Then, individual projects will be developed according to the student's interests.

COURSE GOALS:

(1) The student will improve tools and skills needed to carry on the independent study appropriate for his/her capabilities.

(2) The student as an independent learner will contract to study a subject of his/her own choosing.

(3) The student will strive toward excellence in performances.

(4) The student will contribute to a climate of trust, respect, and interest in one another.

Beaverton TAG

1977-78

I. How we came to develop our program

A. Bob Siewert's* workshops

1. Renzulli Enrichment Triad recommended

a. Improve communication and thinking skills

b. Explore new ideas and places

c. Create an atmosphere for independent study

B. Parents' meetings

1. Parents did not want TAG to take the place of electives such as art, music, or foreign languages.

2. They did not want it to be just "fun and games".

II. Format developed

A. TAG in place of English because of emphasis on communication skills

1. Students to cover competencies and requirements at grade level (7, 8, or 9) for one credit.

2. Students to have option to go beyond grade level.

3. Students tested and placed on individual weekly contract.

B. Weekly Plan - First Semester

M	T	W	TH	F
Thinking Skills	Communication Skills 7th	Communication Skills 8th	Communication Skills 9th	Group Process / Field Trips

(Continued)

C. Weekly Plan - Second Semester

M	T	W	TH	F
Thinking Skills	--------	INDEPENDENT STUDY	--------	Group Process / Field Trips

D. Time allotted - Two periods

1. One period for mixed class (7, 8, and 9)
2. One period for teacher plan

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*TAG Specialist (First for Beaverton, now for the State of Oregon).

TOPICS COVERED

Communication Skills

- Grammar and sentence structure
- Spelling and vocabulary development
- Writing - Essays and letters
  - Poetry, critical reviews
- Reading - Novels, essays, poetry,
  - Critical reviews
- Research skills - Notetaking, sources,
  - footnotes, bibliography
- Speech - General rules

Thinking Skills

- Bloom's taxonomy
- Future problem solving
- Games - mensa, chess, math
- Logic - theory
  - computer
- Philosophy
- Creative thinking

Group Process

- Define purpose of group
- Establish procedures
- Analyze role of a member
- Leadership
- Consensus

(Continued)

Topics Covered
(Continued)

Independent Study

(Identify interest
(
(Narrow the topic
(
(Develop questions to be answered
(
(Develop total bibliography
(
(Choose references
(
(Use note cards
(
(Work with mentor
(
(Write a report
(
(Prepare an oral presentation
(
((include audiovisual)

Goal: Help students become self-starters and independent learners.

Let them follow their interests.

Dorothy Bean

Beaverton

Course Planning Work Sheet

Course Title TAG

Dept. SPECIAL EDUCATION

School BEAVERTON

K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.		Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K	1	1	The student will improve tools and skills needed to carry on the independent study appropriate for his/her capabilities.	1A	(1-7)(Also IIB) The student will use the written language to be creative.	1. What is creativity? 2. Who is creative? A. Use "A Student Looks at Self" (Roger Taylor) 3. The 10 things that block creativity. 4. Film: Why Man Creates 5. The Journal: A. The student will write at least one page a week - creative writing B. The students will proofread and edit one another's writings.	Handout Intro. to Concepts of Creativity Dorothy Bean, J. Ghosh IED Film: FA3588 O.W.P. "Journal Writing"	Analyze test instruments Discuss concepts. Write an essay. Teacher evaluate after definition of rubric.
V		3	The student will strive toward a high standard of achievement and excellence in performance.		(Ctd.)			

Course Planning Work Sheet | Course Title TAG | Dept. SPECIAL EDUCATION | School BEAVERTON

K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.		Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
				1A	(Continued from prior page)	C. A student may rewrite and leave his/her best effort for teacher. evaluation.		
P	1	1				6. Writing Clinic:	O.W.P.	
		3				A. A group of 5-7 students write on one topic. B. They combine their efforts into one story after group contributions, proofreading, and editing.	"Writing Clinic", Dorothy S. Bean	Student/teacher evaluation
P		1				7. Write a Children's Book (For those interested in a creating writing project).	IED Film: Creating A Children's Book	Teacher conference
V		3						

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
P	2	1			1A2			
V		3			The student will use written language to describe a procedure.	1. Logic chain. A. Analyze the best form for the task (descriptive, scientific). B. Develop a usable outline. C. Write a procedure using the model.	Film: Effective Writing Revise and Improve (14 FA 4550)	Define rubric. 1. Student holistic grading 2. Teacher holistic grading

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
P V	2	1 3			1A3 The student will use written language to review a piece of literature or a film.	1. Read sample reviews. A. Saturday Review B. The Oregonian 2. Develop a working outline. 3. Read a book and write a critical review following the model. 4. Guest speaker - Critic or writer or poet	Library San Diego City Schls. 1974, Annotated Bibliographies, for use in JHS Gifted Cluster Field trip to performance	Define rubric 1. Student holistic grading 2. Teacher holistic grading

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
P	1	1			1A4	1. Form		
V	2	3			The student will use written language to correspond with resource people.	A. Business letter B. Friendly letter 2. Write all letters to resource people with help of teacher.		Edit before mailing.
	1	1			1A5	1. Review library skills.	Teaching Research Skills, Torrance & Myers	Write a research paper using all the steps described.
	2	3			The student will use written language to report on a topic.	2. Review research skills. A. Note cards B. Outline C. Footnotes D. Bibliography		
						3. Visit Aloha, Multnomah, P.S.U. libraries; librarians speak	Librarian	Complete the original research assigned.
						4. Discuss original research.		

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
	2	1			1A6 The student will use written language to develop a position paper.	1. Define a "position" paper. 2. Take a stand on an issue decided on by group. 3. Research it and write the paper. 4. Read papers to a group and discuss.		Evaluate during oral readings: 1. Logical development. 2. Oral presentation skills. 3. Discussion.

Course Planning Work Sheet

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Dept. SPECIAL EDUCATION

School BEAVERTON

K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K	3	1			1B1	1. Review speech rules.		
P					The student will use	2. Review debate rules.		
					oral language to	3. Discuss manners in		
					explain an experiment.	dealing with mentors.		
V		4				4. Review discussion group		
						process.		
						Practice in:		Observation
						A. Editing groups		
						B. Writing clinic		
						C. Book reviews		
						D. Position papers		

Course Planning Work Sheet

Course Title TAG

Dept. SPECIAL EDUCATION

School BEAVERTON

K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
			The students will contribute to a climate of trust, respect, and interest in one another.	1B2	The student will use oral language to interpret a piece of literature.	1. Read selections supplied by Jr. Great Books. 2. Group discussion and interpretation.	Jr. Great Books (8-12)	Participation with group.

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
P	4	1			1C 1-5 Use research facilities.	1. Arrange for librarian on location to explain system used and material available.	1. Libraries: 2. Five Oaks, 3. Aloha, 4. Multnomah, 5. P.S.U.	

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K	6	1		1D 1-3	The student will read efficiently.	1. Independent reading with defined topic in mind. 2. Apply critical thinking skills to topic using information gathered through reading. 3. Interpret literature by discussion and questioning as in Jr. Great Books	Film: Reading & Critical Thinking (15) FA 1469 Annotated Bibliography for JHS Gifted Cluster Jr. Great Books	Conferences and discussion groups

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K	1	1			IE 1 The student will improve basic skills; spelling mechanics.	1. Proofread all written work. 2. Use Spelling Workshop for vocabulary development. 3. Conference with teacher for assignments in sentence structure improvement.	Spelling Workshop English for Meaning or Guide to Modern English Rice, Ruth 50 Word Game on Grammar	Unit Tests

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K		4		II A The student will improve his questioning skills. A. Bloom's cognitive taxonomy 1. Application 2. Analysis 3. Synthesis 4. Evaluation B. Bloom's affective taxonomy 1. Valuing 2. Judging C. Other models 1. Renzulli 2. Meeker 3. Kohlbergs 4. Krothwohl	1. All research and reading projects will incorporate these upper level thinking processes. 2. Identify a problem; apply scientific method. 3. Identify a controversy; apply the problem solving method. 4. Play mensa games. 5. Use the 5-Day Course in Thinking.	The Inquiry Method, Dorothy Bean Handouts Bono, E., The 5-Day Course in Thinking	Conference and analysis. Solution of puzzle or problem.

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
				II B	The student will use creative problem solving techniques to deal with the future.	1. Future Profile. 2. Use Dr. E. Paul Toerance, Future Problem-Solving A. Go through the process dealing with a given problem. B. Write your plan for carrying out the solution.	Trischuk, Future Profile	Analyze instrument. Best team goes to state or national Future Problem-Solving Bowl.

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
	9	4	The student will contribute to a climate of trust, respect, and interest in one another.		III The student will improve group process skills. (See appendix IA-6)	1. Weekly discussion groups. A. Subject of a film. B. A book or group of books. C. Creative writing. D. Experiments. E. Projects. F. Interaction with peers, adults, teachers.	Counselor Guest Speakers Teachers	Observation

Course Planning Work Sheet | Course Title TAG | Dept. SPECIAL EDUCATION | School BEAVERTON

K-P-V / Related Prgm. Goal # / Course Goal # / Course Goals and/or Competencies	Instructional Objective Nos.		Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
		IV Learning styles. "Right brain... left brain"	Torrence, Your Style of Learning and Thinking 1. Right-brain dominance. 2. Left-brain dominance. 3. No dominance.		Analyze results of questionnaire. What does it mean?

Course Planning Work Sheet

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K-P-V	Related Prgm. Goal #	Course Goal #	Course Goals and/or Competencies	Instructional Objective Nos.	Instructional Objective	Suggested Teaching Strategies	Resources (Books, Film, Handouts, etc.)	Evaluation (method and criteria)
K			The student as an independent learner will contract to study a subject of his own choosing.	V A-D	The student will choose a subject for study.	1. Choose a subject for study. 2. Sign a contract to complete by a given date. 3. Work independently. 4. Share with peers.	Field trips Mentors Books Libraries AV materials Mentor Handbook Request forms	

IA-1,2,3

INTRODUCTION TO THE

CONCEPTS OF CREATIVITY

TAG RESOURCE CENTER

Compiled by:

Jayasri Ghosh
Dorothy Bean

This packet is a compilation of ideas from different sources - essential processes in creative thinking and how they can be taught in the classroom.

However, as with all teaching the essence of sparking creativity lies in the excitement that the teacher can share with the child in the process of fumbling, playing around keeping an open mind while testing the new idea. Explain to the students what it is you are trying to do with them and the purpose of the activity.

The materials may not all apply directly to the classroom. Adapt them and change them to suit your needs and your subject area.

This packet is a working packet. Please feel free to make suggestions for change in format.

JG/sw 12/78

CREATIVE AND PRODUCTIVE THINKING TRAITS AND CHARACTERISTICS

ALL CHILDREN	SOME CHILDREN
- run	- run faster
- think	- think differently
- can learn	- learn it all
- produce	- produce on own demand
- have curiosity	- are curious all the time
- feel something	- feel everything
- conform	- conform but want to deviate
- will reproduce	- want to produce their own ideas
- can imagine	- can imagine lots of things and make them happen.
- take in knowledge	- store knowledge and use it.
- will take some risk	- will take many risks

Mr. Frank
(Video tape-Bob Siewart)

Creativity is a discipline. It involves as much or more structure as any other kind of thinking, but structure of a different kind. It becomes the teacher's responsibility to design the motivational activity to allow for the greatest freedom in creative growth while at the same time helping the learner develop a framework in which to operate and goal toward which to work. It involves a great deal of planning, foresight and organization on the part of the teacher.

I believe

- - - - - all human beings have creative potential
- - - - - creative expression can be encouraged and developed in the classroom
- - - - - a teacher can learn specific techniques and strategies that will help students become more creative
- - - - - creative thinking should be integrated with other content so that most lessons and classroom activities have at least some element of imagination development

- Joseph G. Wayman

A GLOSSARY OF SOME BASIC CONCEPTS IN CREATIVE PROBLEM SOLVING

Analogy - A basic creative thinking process also called associative thinking. It involves production of new ideas by making conjectures between two seemingly different things, e.g. the human body and a computer. This approach is at the heart of Gordons Creative Problem-Solving Process, viz., "Synectics".

Attribute Listing - A deliberate technique for helping individuals see new combinations of information by producing many ideas in relation to an object.

Bionics - Applying nature to man-made things. Man by adaptation can use the same or similar principles in nature to solve special design problems.

Brainstorming - Involves a gathering of two or more people to explore creative ideas about a subject. A session where people exchange a number of ideas. An idea from one person stimulates wild responses from another which in turn stimulates more and more creative reactions.

Co-experiencing - The quality of an interaction that allows teacher or student to seek new information and understanding in an open responsive environment.

Communication - Expressing thoughts, ideas and feelings through verbal and non-verbal interaction.

Convergent Thinking - The ability to obtain ideas from given information where the emphasis is upon achieving unique or conventionally accepted best outcomes.

C.P.S. - The Creative Problem Solving Process devised by Osborne and Parnes that has 5 important steps:

1. Identifying problems and challenges.
2. Recognising and stating the important problems.
3. Producing alternative solutions.
4. Planning to put ideas into use.
5. Evaluating alternative solutions.

Criteria - An objective standard for selecting the best idea from a variety of solutions, e.g. time taken and cost.

Curiosity - Wanting to know in the face of wonder, incompleteness, confusion, complexity, disharmony, disorganisation or the like.

Deferred Judgement - The ability to postpone evaluation of ideas so that the emphasis is on quantity and variety of input (One of the rules of brainstorming).

Discovery - Obtaining insights or new knowledge into a problem.

Divergent Thinking - The ability to generate ideas from given information where the emphasis is upon variety and quality of output from the same source.

Empathy - The capacity for participation in anothers' feeling or idea by sharing similar experiences or thoughts.

Elaboration - The ability to take a basic idea and to expand upon it. To add to an idea, build upon it or embellish it.

Evaluation - Weighing ideas in terms of suitability, correctness and desirability.

Flexibility - The ability to see things from different points of view. To break out of ones mind set or perceptual position and see a problem in many different ways.

Fluency - The ability to generate a large number of ideas or alternative solutions to a problem.

Free-Wheeling - Producing wild ideas while suspending judgement. Offbeat, impractical, silly ideas may trigger a practical breakthrough in other group members which might not otherwise occur.

Gestalt Principles - Dealing with a configuration or whole. The ability to see things in synthesis before approaching a problem.

Incompleteness - Gaps in information - a recognition of which spurs creative thinking.

Imagination - The ability to take the limits off and give the mind freedom to "play around" with ideas. Then be able to bring these ideas back to reality and make something of value out of them.

Incubation - Time to sit and think before arriving at an idea. Time that is relaxed and non-threatening.

Inquiry Training - Learning to ask the right kinds of questions that would elicit the most useful and productive answers.

Insight - Unique understanding to a problem that often comes instantaneously after "messing"with a problem for a while.

Lateral Thinking - The ability to consider several different points of view before arriving at a conclusion - also includes an element of insight. This kind of thinking presents a contract to the vertical or logical thinking approach.

Metaphor - A figure of speech where one object or an idea is used in place of another to suggest a likeness between them. Often used in the Synectics approach to Creative Problem-Solving.

Originality - The ability to come up with a unique or a new idea.

Problem Awareness - Realizing and recognizing a problem - basic to problem definition.

Problem Definition - Wording of a problem for creative attack, "In how many ways might I _____?" Einstein once said, "A problem well stated is half-solved".

Provocative Question - Requires the learner to examine the information in new ways, e.g. How might you use Bernouilli's principle to make life more enjoyable and interesting?

Redefinition: A midstream process in creative problem solving that forces the problem solver to rethink the nature of the problem before arriving at the final solution.

Responsive Environment - In any creative effort it is important to build empathetic and accepting atmosphere.

Risk Taking - To have the courage to take a guess and function under conditions devoid of structure.

Socio-drama - A creative problem solving process where members of a group with a problem through role-playing and acting out the problem at hand.

Structure of Intellect - Conceptualises intellectual activities in a 3-dimensional model. Every intellectual ability in the structure is characterised in terms of operation which is employed, the content involved and the sort of product which results.

Self-Concept - Positive self-esteem is essential as a basis for good creative effort.

Synectics - From the Greek word meaning joining together. A creative problem solving technique devised by J.J. Gordon.

Tolerance of Ambiguity - Creative process often leaves open ends dangling periods of time and may never have real closure in some situations. The creative individual has a higher tolerance for this kind of ambiguity.

Transformation - Changing the nature of objects or ideas to generate solutions to a problem.

Warm-up - A fundamental condition for creative behaviour. This involves preparation and build-up for a creative activity. This could take the form of word association exercises or audio-visual introductions to an activity.

Sources

Torrance, E.P. and Myers, R.E. - Creative Learning & Teaching
Wayman Joseph - Unlocking Creative Potential

Ability to be fluent in producing ideas.

Ability to generate original, statistically frequent ideas.

Ability to elaborate on ideas.

Ability to make unusual associations between remote ideas.

Ability to be flexible in thinking patterns.

Ability to sense when problems exist.

Ability to act spontaneously.

Ability to visualize mentally.

Ability to sense discontinuities and inconsistencies.

Ability to make guesses and hypotheses.

Ability to take psychological risks.

Ability to redefine elements of a task.

Ability to work with concentration.

Ability to maintain autonomy of ideas.

A STUDENT LOOKS AT HIMSELF

Please show whether you agree or disagree with each of the statements by marking one of the spaces.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am a good athlete.				
2. I am a good student.				
3. I am popular with other students.				
4. I am one who understands and accepts other people.				
5. I am very sociable and know how to get along with other prople.				
6. Other people recognize that I am an intelligent person.				
7. I am warm and understanding.				
8. I am easy to get along with.				
9. I enjoy working with mechanical and scientific things.				
10. I enjoy abstract or mathematical problems.				
11. I am one who likes to work independently on special projects.				
12. I enjoy debating or discussing an idea.				
13. I enjoy "losing myself" in a good book or in imagination.				
14. I have a good sense of humor.				
15. My work is often quite original.				
16. I am able to come up with a large number of ideas or solutions to problems.				
17. I am able to take charge of planning a project.				
18. I don't mind being different from other people.				
19. I like to study subjects that are challenging or even difficult.				
20. I often use music, art, or drama to express my feelings.				
21. I don't like to accept what someone else says without challenging it.				

Source: Taylor, Roger, The Gifted and the Talented, pp. 71-72.

	Strongly Agree	Agree	Disagree	Strongly Disagree
22. I feel strongly about things and often express my feelings, even if I think others will disagree.				
23. I spend more time than I would need to on assignments because I enjoy the learning.				

24. Here are six areas of talent. In which area do you see yourself as being most talented? Rank them as you see them applying to your abilities. (1) First talent area, (2) Second talent area, etc.

_____ General intellectual ability.

_____ Specific academic aptitude (in one subject area, such as science, math.)

_____ Creative Thinking.

_____ Leadership Ability.

_____ Visual and performing arts.

_____ Psychomotor ability (such as mechanical skills or athletic ability).

CHECKLIST FOR THE CREATIVE PERSON

Check the answer that best fits you.

Elements of Creativity	always	often	sometime	seldom	never
Desire - wanting to make things better, hoping to improve what is already good.					
Alertness - being alive, awake to notice everything that happens to you and around you.					
Interest - wanting to dig beneath the surface of what goes on.					
Curiosity - thinking of and asking questions on all sections of a problem or situation.					
Thoughtfulness - seeing all the parts of a problem and give considerate thought to understanding exactly what it is.					
Concentration - able to focus your interest and thought and keep it focused so that you can think about and understand things in depth.					
Application - putting forth the effort, using energy and hard work constantly.					
Patience - able to keep coming back to a problem time after time, until you're completely satisfied with the solution.					
Optimism - having self-confidence and enthusiasm.					
Cooperation - being willing to share your ideas with others and help develop them. Considering the reactions of others and their suggestions.					

Source:
The Gifted and the Talented, E.C.A.

THE TEN COMMANDMENTS PLUS ONE THAT BLOCK CREATIVITY

Stanley Krippner

1. Everything Thou Doeth Must Be Useful
2. Everything Thou Doeth Must Be Successful
3. Everything Thou Doeth Must Be Perfect
4. Everyone Thou Knowest Must Like Thee
5. Thou Shalt Not Prefer Solitude to Togetherness
6. Remember Concentrated Attention and Keep It Holy
7. Thou Shalt Not Diverge From Culturally-Imposed Sex Norms
8. Thou Shalt Not Express Excessive Emotional Feelings
9. Thou Shalt Not Be Ambiguous
10. Thou Shalt Not Rock the Cultural Boat

An addition:

11. Thou Shalt Not Fail

Exercise

Stop - Think for a minute -

How often have you told someone off or been told off when you volunteered a suggestion or had a new idea?

In how many ways can someone say don't or you can't?

This information could be used as a topic for discussion. Why are people rigid in their thinking? What are the blocks to creative thinking?

MENTAL RIGIDITY
by Robert Westcott

Rigidity is that characteristic of the mind which closes it to consideration for any concept other than that which it has already accepted.

CAUSES OF RIGIDITY

Knowledge

Ignorance of necessary background material.
Failure to associate pertinent related facts.
Failure to transfer concepts and possible uses other than the traditional use.
Accepting what is being taught without question.
Learning at such a rapid rate that accomodation or understanding of the material is impossible.
Learning by conditioned response or rote memory without understanding the underlying concepts.

Experience

No related sequence of study.
No training in interpreting observations in other than traditional ways.
Rigidly fixed rules and procedures where restraint, pedantry, obedience, submissiveness and drill are the sought effects.
Endless repetition of similar problems where creative, analytical thought is not encouraged (ie. add the numbers between one and one thousand).
Narrow approach to practice where singularity of purpose rather than diversity is stressed.
Massed practice (cramming) where a large area is covered with little thought.

Process

Fixation on an inappropriate solution.
Fixation on the obvious, ignoring subtleties.
Fixation on an incorrect premise (the "My mind is made up, please don't confuse me with the facts." syndrome).
Fixation on a direct approach when a detour is necessary to solve the problem.
Fixation on a traditional or habitual approach when an easier and more appropriate solution is available.

Personality

Ethnocentric rigidity.
Conformity because of a desire for security or acceptance.
Defense against anxiety by ignoring complexity.
Inability to stand pressure or stress causes a narrowing of consideration of possible solutions or approaches.
Age - sometimes linked with many of the above causes, increases rigidity.
Sex - males because of their more diverse backgrounds are generally less susceptible to inflexibility.

FIVE PRINCIPLES OF REWARDING CREATIVE BEHAVIOR

E. P. Torrance

1. Be respectful of unusual questions.
2. Be respectful of imaginative unusual ideas.
3. Show pupils that their ideas have value.
4. Provide for non-evaluated practice.
5. Tie in evaluation with causes and consequences.

"It takes courage to be creative. Just as soon as you have a new idea - you're in the minority of one."

SITUATIONAL TASKS
CREATIVITY

A. ORIGINALITY

1. Give each student an envelope with the following materials in it and ask them to make something unusual:
   - birthday candle
   - index card
   - paper clip
   - rubber band
2. Read class a story and ask them to come up with titles - who comes up with the most unusual ones?
3. Show students a series of animal pictures. Have them create fun imaginative names for the animals.
4. Give students the names of 2 objects and have them invent new names for them.

B. FLUENCY

1. Using exercise #1 above, ask students to list all the things that could be made out of the things in the envelope.
2. Using exercise #2 above, ask class to list all the titles they can for the story.
3. Show class a picture. Ask them to list all the ideas the picture reminds them of.

C. FLEXIBILITY

1. Show in as many ways as you can how a can would be viewed by: a bird flying overhead, an ant crawling on the ground, a person in the back seat, a spy in the trunk.
2. Become a pumpkin, explain your adventures on Halloween night. Tell us what it actually feels like being a pumpkin.
3. Suppose your hands were where your feet are and your feet where your hands are. How would your life be different? Show in any way you can.
4. Suppose there were no grown ups in the world, how would life be different?

REACH THINKING PROCESSES ACTIVITIES (continued)

DECISION MAKING:

Logically evaluate information given; come to a decision.

Primary: Your family is moving west in a covered wagon. Space is limited. What will your family need to take? What things of your own will you take? (let them list all the choices; tell them they can only take three things; have them narrow down their list.)

Intermediate: As a culmination to a unit about the 1490's, decide which person of that era you would like most to exchange places with - which person would you like least to exchange places with?

FORECASTING:

From information given, predicting possible causes and effects.

Primary: Situation: This is the last winter in Minnesota. From now on it will have a summer climate year around.

Intermediate: Situation: The bald eagle will soon be extinct.

CREATIVE PROBLEM-SOLVING:

Developing an ability to solve problems through the use of imagination and disciplined independent thinking.

The following are general problem statements that will narrow down to several sub-problems as you work through the process:

Primary: Classroom problem: Students are making poor use of free time.

Intermediate: People are not using mass transportation as much as they should.

REACH THINKING PROCESSES ACTIVITIES

PRODUCTIVE THINKING:

Divergent Thinking:
Thinking of as many solutions as possible for a given situation

Primary: Ask the students to write as many story problems as possible that equal as given answer(eight or more).

Intermediate: Take a period of history. Have the students list all the problems of that period that are similar to ours.

Convergent Thinking:
From all the solutions for a given situation select the best one. Categorizing ideas into meaningful categories.

Primary: Categorize all the kinds of shoes in the room. Divide a sheet of paper into the categories you want. Label them. Draw the shoes you see under the proper category.

Intermediate: Take a word that can have more than one meaning. Use it in sentences to show its various meanings.

Evaluation:
Weighing ideas in terms of suitability - correctness, desirability.

Primary &
Intermediate: Which of your senses do you value the most? Why?

PLANNING:

An organized method for achieving a specific solution or outcome.

Primary: Plan a snow sculpture and carry out the plan.

Intermediate: Plan a desk for school that you would really like.

COMMUNICATION:

Expressing thoughts, ideas, and feelings to others through verbal and non-verbal inter-action.

Primary: Using mood or emotion pictures, have the students describe what they think the person in the picture is thinking.

Intermediate: Using a picture or object, have the student write down all the questions they can think of about the picture or object.

COMMUNICATION

Description within categories	- The student describes within given categories. For example: actions, uses, textures.
Descriptions of feelings	- The student uses a variety of words to describe his feelings and his values.
Comparisons/ Relationships	- The student expresses words and ideas to make comparisons among things, to show relationships or associations.
Empathy	- The student demonstrates the capacity for participating in another's feelings or ideas by sharing similar experiences or thoughts of his own.
Composition	- The student can can organize words into a meaningful network of ideas, thoughts, needs, etc. (He can develop a whole written story or orally develop a whole idea into its fullest meaning.)
Non-verbal	- The student can effectively interpret and use non-verbal forms of communication (gestures, body postures, facial expressions, etc.) to express his ideas, thoughts, and needs to others.

DECISION MAKING

1. The student lists many alternatives to the problem he wishes to solve.
2. The student sets relevant criteria.
3. The student weighs the alternatives to the problem in terms of his criteria.
4. The student makes a judgment based on his criteria.
5. The student defends his decision, giving as many reasons as he can for his choice. The student should be encouraged to restate criteria in his reasons.

___ Portrays comical, funny, amusing in role playing
___ Portrays comical, funny, amusing in drawings
___ Makes humorous cartoon strips (original)
___ Portrays comical, funny, amusing in dramatics
___ Makes people laugh in games
___ Makes up humorous jokes
___ Makes people laugh (not make fun of) in discussion
___ Tells his experiences with humor

14. Richness of imagery in informal language

___ Makes others see pictures when he tells a story or relates personal experiences
___ Makes people see a picture when he describes something in a conversation
___ Makes people see pictures in role playing and dramatics

15. Originality of ideas in problem-solving

___ Produces solutions that others do not think of
___ Produces solutions when no one else can
___ Solutions are unusual, unconventional
___ Stories have unusual endings
___ Stories have unusual plots
___ Comes up with inventions to solve problems
___ Innovates with commonplace materials to produce solutions to day-to-day problems

16. Problem-centeredness

___ Doesn't give up, keeps trying to solve problems
___ Shows concern and tries to solve problems of others
___ Shows concern about the problems of others and tries to solve them
___ Is hard to distract when he is concerned about a problem
___ Keeps seeing relevance of new information to problems of group

17. Emotional responsiveness

___ Responds emotionally to stories, events, needs of group members, etc.

18. Quickness of warm-up

___ Always ready to go, may get tired of waiting and become "turned off"

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REACH THINKING PROCESSES

Student Behaviors

The following processes, through which the student can attain the identified thinking process objectives, were developed from the combined theories of Dr. Calvin Taylor, Dr. Paul Torrance, and Dr. J.P. Guilford. When a new thinking process is initially presented, it is necessary to acquaint the students with the behavioral objectives of that process.

PRODUCTIVE THINKING

Fluency - The student expresses many ideas though not all of the highest quality. (These may not be the most talkative students.)

Flexibility - The student expresses a variety of kinds of responses(is able to change his avenue of thought).

Originality - The student expresses unusual, uncommon responses. Many, though not all, of the ideas prove to be useful.

Elaboration - The student can build onto (or embroider) a basic idea by adding details to make it more interesting and complete.

Evaluation - The student weighs ideas, looking at the desirability and undesirability of each.

PLANNING

1. The student identifies his project or problem with enough details about his basic idea to explain what he wants to do.
2. The student lists the materials necessary to carry out his project.
3. The student lists the steps necessary to complete his project.
4. The student lists the problems he may encounter.

FORECASTING

1. The student predicts many possible causes and/or results for given situations though not all of the highest quality.
2. The student examines the quality of each prediction.
3. The student chooses his best cause and/or best effect.
4. The student gives reasons for his choice.

6. Enjoyment of and ability in music, rhythm, etc.

___ Writes, moves, works, walks with rhythm
___ Rhythm facilitates learning of skills
___ Rhythm facilitates learning and understanding ideas, events, concepts
___ Creates songs
___ Creates music
___ Can interpret ideas, events, feelings, etc. through rhythm
___ Can interpret ideas, events, feelings, etc. through music

7. Expressive speech

___ Speech is colorful
___ Speech is picturesque (suggests a picture, etc.)
___ Speech includes powerful analogies, metaphors, etc.
___ Speech is vivid (lively, intense, penetrating, etc.)
___ Invents words to express concepts new to him

8. Fluency and flexibility in non verbal media

___ Produces large number of different ideas through drawings
___ Produces large number of ideas with common objects
___ Produces large number of ideas through creative movement/dance
___ Produces large number of ideas through music and rhythm
___ Produces large number of ideas in play situations
___ Produces large variety of ideas through drawings
___ Produces large variety of ideas through dance
___ Produces large variety of ideas through music

9. Enjoyment of and skills in small group activities, problem-solving, etc.

___ Work in a small group facilitates learning
___ Tries harder in small groups
___ Produces ideas in small groups
___ Becomes more alive in small groups
___ Skillful in group organization
___ Highly aware of feelings and skills of others in small groups
___ Supports other members of small group, high group loyalty and involvement

10. Responsiveness to the concrete

___ Ideas start flowing when concrete objects and materials are involved
___ Uses concrete objects and materials to generate ideas, solutions, etc.

11. Responsiveness to the kinesthetic

___ Movement stimulates ideas
___ Movement communicates ideas
___ Skillful in interpreting meaning of movement

12. Expressiveness of gestures, "body language," etc.

___ Expresses ideas powerfully through gestures, "body language"
___ Body says the things his words do not say

12. Humor

___ Portrays or uses humor amusing in writing

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CHECKLIST OF CREATIVE POSITIVES
E. P. Torrance

1. Ability to express feelings and emotions

___ Expresses feelings and emotions facially
___ Expresses feelings and emotions by body gestures
___ Expresses feelings and emotions in writing
___ Expresses feelings and emotions in discussions
___ Expresses feelings and emotions in role playing
___ Expresses feelings and emotions in dramatics
___ Expresses feelings and emotions in dance and/or creative movement
___ Expresses feelings and emotions in visual art media
___ Expresses feelings and emotions in music and rhythm

2. Ability to improvise with commonplace materials

___ Makes toys from commonplace materials
___ Uses commonplace materials to modify toys
___ Makes games from commonplace materials
___ Uses commonplace materials for home purposes
___ Uses commonplace materials for school purposes
___ Uses commonplace materials in "inventions"
___ Uses commonplace materials in role playing and creative dramatics

3. Articulateness in role playing and storytelling

___ Role playing becomes very involved and life-like
___ Expresses ideas in role playing
___ Responds at empathic level toward others in role playing
___ His story telling arouses interest
___ Becomes very involved in storytelling
___ Engages in fantasy in storytelling

4. Enjoyment of and ability in visual art

___ Experiences real joy in drawing
___ Experiences real joy in painting
___ Experiences real joy in sculpture
___ Experiences real joy in other visual art activities
___ Understands subject matter by "drawing it" (illustrating stories, illustrating history, drawing biological objects, making maps, etc.)
___ Communicates skillfully through drawings
___ Communicates skillfully through painting
___ Communicates skillfully through sculpture
___ Makes others see something new through visual arts

5. Enjoyment of and ability in creative movement, dance, dramatics, etc.

___ Experiences deep enjoyment in dance and/or creative movement
___ Experiences deep enjoyment in creative dramatics
___ Becomes completely absorbed in dance and creative movement
___ Becomes completely involved in creative dramatics
___ Can interpret songs, poems, stories through creative movement
___ Can elaborate ideas through creative movement and/or dance
___ Movement facilitates learning and understanding ideas, events, concepts
___ Creative dramatics facilitates learning and understanding ideas, events, concepts
___ Creates own style of movement, dance, etc.

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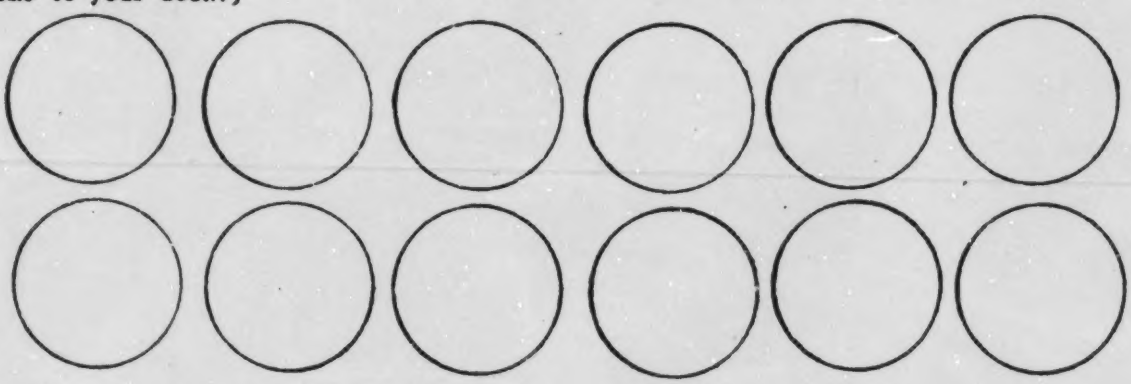
CIRCLES

It is important when testing for creativity to permit the students time to be creative. This may mean passing out the tests to the whole group and letting those that finish quickly work on other things permitting all the students to finish. Elaboration, particularly, takes time and if you are going to truly differentiate between children with this skill, sufficient time must be allotted.

INSTRUCTIONS: See how many objects you can make from the circles below. A circle should be the main part of whatever you make. With pencil or crayon add lines to the circles to complete your picture. Your lines can be inside the circle, outside the circle, or both inside and outside the circle. Try to think of things that no one else in the class will think of. Make as many things as you can and put as many ideas as you can in each one. Add labels or titles, if the identity of the object is not clear. (Raise your hand if you have questions, the teacher will come to your desk.)



(Provide more circles if needed)

DIRECTIONS FOR SCORING CIRCLES

adapted from Minnesota Tests of Creative Thinking by E. Paul Torrance

FLUENCY: The score for fluency is determined simply by counting the number of responses that the subject made; i.e., the number of objects drawn. Do not count the number of circles used as soon objects may have required two or more circles.

ORIGINALITY: The score for originality is made by counting all of the responses with the exception of these;

Balloons (only toy balloons)
Balls
Buttons
Donuts
Earth, Moon, or Sun (excluding models, globes, etc.)
Fruits
Human faces (excluding definitely expressive or fantasy faces)
Pans (excluding pans with some contents, such as fried egg)
Tires
Wheels
The two examples of glasses and jack-o-lanterns

In the case that an original category of response (bicycles, tables, numbers, hats, etc.) is repeated with little or no modification, all repeated responses are not scored. An example would be the use of circles in constructing the letters, "p", "q", and "b", the category of response, Letters, is repeated--thus, only the first response "p" would be regarded as original. However, if there is a shift in script style, or a change to capitalization, then all the responses are scored.

DIRECTIONS FOR SCORING CIRCLES

ELABORATENESS: The score for elaboration is determined by giving a point for each extra line added to the picture that means a new and significant detail. Thus, an apple might be elaborated to include a stem, leaves, a rotten spot, a worm coming out of the apple, a pitted shape, or mixed coloration. One point would be added for each of these. An illustration of how several lines might count only one point would be that of a clock. You would give one point each for the hour hand, the minute hand, the pin which these hands would be attached to, all of the numbers, a stand, an alarm bell at the top, and a handle, for a total of seven points, even though the number of lines and extra figures would number possibly 20 or more. A point should be added for each new idea or significant detail but not for repitition of the detail needed to complete it, such as the numbers of the hours. The marks for the minutes and seconds, however, would count as one new idea or an extra point beyond the hour figures.

Again, consider for scoring only the significant features of the object response and not significant details of those features, for example, if a coin is drawn, points are given for the personage's image, date, mint symbol, etc. However, features of the facial image are not to be considered.

FLEXIBILITY: Give one point for each category referred to by a response (if a category appears twice or more - still count one point for it). If a response fits two categories give points for each such category.

CATEGORIES

1. Animals
2. Animal faces
3. Animal parts
4. Buildings
5. Building parts
6. Candy
7. Clocks and watches
8. Coins
9. Containers
10. Cooking utensils
11. Covers of any kind
12. Decorations
13. Designs
14. Devices - Audio Visual
15. Dial instruments
16. Flowers
17. Fruits
18. Furniture
19. Games - parts of
20. Heavenly bodies - artificial
21. Heavenly bodies - natural
22. Household items
23. Humans
24. Humans-fantasy
25. Humans - parts
26. Human faces
27. Human faces - fantasy
28. Human faces - parts
29. Jewelry
30. Kitchen utensils
31. Letters
32. Mechanical equipment
33. Musical instruments
34. Nails, nuts, bolts, etc.
35. Numbers
36. Optical instruments
37. Pastry
38. Plants - other than flowers and trees
39. School supplies
40. Signs
41. Sports equipment
42. Symbols
43. Tableware
44. Tools
45. Toys
46. Transportation - means of
47. Transportation - means of (parts)
48. Trees, parts of trees
49. Vegetables
50. Weapons

IA5-2

STUDENT PACKET

RESEARCH SKILLS

T.R.C.
DOROTHY BEAN
JAYASRI GHOSH

RESEARCH SKILLS

NAME_____ DATE: Beginning_____

SCHOOL_____ Completion_____

I. Choosing a subject

A. Pick a subject that --

1. interest you.

2. you can find enough information on to do your work.

3. is limited enough for you to write about it in some detail.

B. Brainstorm using (Page 2)

1. List what you know about the subject.

2. List what you would like to learn.

3. Explain why you want to study the subject.

4. Write four questions that you'd like answered as a result of your research.

a.

b.

c.

d.

_____Teacher initials. My subject is_____.

BRAINSTORMING

What I Know	What I'd Like To Know
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Why I want to study this subject.

II. Research

A. Different ways of doing research.

1. Historical research (Historiography).

a. Discribes what was.

b. Tells the results of experiments conducted by time.

c. Involves investigating, recording, analyzing and interpreting events.

d. Offers generalizations which may be useful in understanding the present and future.

2. Descriptive research.

a. Describes what is.

b. Identifies the results of experiments of the past.

c. Compares and contrasts functions and behaviors in the present.

3. Experimental research.

a. Describes what will be when certain factors are controlled.

b. A way of learning effects of possible changes.

B. All three ways may be used on one topic.

III. Historical - descriptive research:

A. Finding reference sources* (list author, title, publisher, place, year)

1. Books _____

_____

_____

2. Magazines _____

_____

_____

3. Pictures _____

_____

_____

4. Pamphlets _____

_____

_____

5. Filmstrips _____

_____

_____

6. Tapes _____

_____

_____

7. Slides _____

_____

_____

8. Maps _____

_____

_____

9. Other _____

_____

* See Dewey Decimal System & Library of Congress System, Portland State, Pgs. 5, 6, 7.

DEWEY DECIMAL SYSTEM

(used at schools and public libraries)

000 GENERAL WORKS

010 Bibliography
020 Library Science
030 General Encyclopedias
040 General Collected Essays
050 General Periodicals
060 General Societies, Museums
070 Journalism
080 Collected Works
090 Books, Rarities

100 PHILOSOPHY

110 Metaphysics
120 Metaphysical Theories
130 Branches of Psychology
140 Philosophic Systems
150 Psychology
160 Logic
170 Ethics
180 Oriental and Ancient Philosophy
190 Modern Philosophy

200 RELIGION

210 Natural Religion
220 Bible
230 Doctrinal Theology
240 Practical Theology
250 Pastoral Theology
260 Ecclesiastical Theology
270 Christian Church History
280 Christian Churches and Sects
290 Non-Christian Religions

300 SOCIAL SCIENCES

310 Statistics
320 Political Science
330 Economics
340 Law
350 Public Administration
360 Social Welfare
370 Education
380 Commerce
390 Customs

400 PHILOGY (Language)

410 Comparative Philogy
420 English Language
430 German Language
440 French Language
450 Italian Language
460 Spanish Language
470 Latin Language
480 Greek Language
490 Other Languages

500 PURE SCIENCE

510 Mathematics
520 Astronomy
530 Physics
540 Chemistry
550 Earth Science
560 Paleontology
570 Biological Science
580 Botany
590 Zoology

600 APPLIED SCIENCE

610 Medicine
620 Engineering
630 Agriculture
640 Home Economics
650 Business
660 Industrial Chemistry
670 Manufactures
680 Mechanic Trades
690 Building

700 ARTS; RECREATION

710 Landscape
720 Architecture
730 Sculpture
740 Drawing
750 Painting
760 Prints and Printmaking
770 Photography
780 Music
790 Recreation

DEWEY DECIMAL SYSTEM (con't)

800 LITERATURE

810 American Literature
820 English Literature
830 German Literature
840 French Literature
850 Italian Literature
860 Spanish Literature
870 Latin Literature
880 Greek Literature
890 Other (Russian, etc.)

900 HISTORY

910 Geography
920 Collective Biography
930 Ancient History
940 Europe
950 Asia
960 Africa
970 North America
980 South America
990 Pacific; Atlantic Oceans; Polar Regions

PORTLAND STATE UNIVERSITY LIBRARY

Books and Periodical Locations

CLASSIFICATION	SUBJECT	FLOOR
A-AM, AP-AZ	General Books and Periodicals	2
AN	General Newspapers	Basement
B-BE, BG-BZ	Philosophy, Religion	2
BF	Psychology	Basement
C, D, E, F	History	4
G-GT	Geography, Anthropology	4
GV	Sports	Basement
H	General Social Science	4
HA-HJ	Business and Economics	3
HM-HX	Sociology and Social Work	4
*J-JZ	Political Science	4
K-KZ	Law	3
L-LZ	Education	Basement
M	Music Scores	A.V., LibE
ML-MT	Music Literature	2
N-NZ	Art	2
P-PY	Language and Literature	2
PZ	Children's Books	Basement
R	Medicine	Basement
Q, S, T	Science and Technology	5
U, V	Military and Naval Science	5
Z	"Z" numbers are in the Basement unless the heading above call number in the card catalog indicates a different location.	
Government Documents		3
* U.N. Documents (JX1977.A2-51)		3

Little "f" preceding a call number indicates an oversize book. Please ask for location on subject floor.

RESERVE BOOK ROOM IS IN LIBRARY EAST

B. Taking Notes

1. Use a 3 X 5 card for each main idea.

2. For each source, write:

   author's name, exact title, name of publisher, city and date of publication, number of chapter or pages from which you took information.

3. Make notes brief by using abbreviations and leaving out unimportant words. Copy quotes exactly and register page number on card.

4. Take notes that add to your knowledge of the subject or answer one of your questions.

5. Make notes complete enough so that you don't have to go back to the book.

_____Teacher's initials. I have completed at least 10 note cards, and they have been okay'd by my teacher.

DB:dls:10/78--Page -8-

IV. ~~Making an outline from notes~~

A. Choose a title that covers all the information you intend to use.

B. Decide what main topics you intend to cover.

C. Decide on sub-topics under main topics.

D. Decide what notes should be used as details.

E. Prepare an outline. See forms 'a' and 'b'.

'a'

Subject
TITLE

I. Introduction

II. First Main Topic
  A. First subject topic
    1. detail
    2. detail
  B. Second sub-topic

III. Second Main Topic
  A.
  B.

IV. Conclusion

Sample

'b'

Form

I.
  A.
    1.
    2.
      a.
      b.
        (1)
        (2)
  B.
    1.
    2.
      a.
      b.
        (1)
        (2)

II.

Form

F. Include historical, descriptive and/or experimental data.

_____Teacher's initials. I have prepared an outline and it is approved.

V. Writing the rough draft

A. Closely follow your outline; write your rough draft.

B. Compose rapidly - let your thoughts flow - but do arrange material according to the outline.

C. Have draft approved.

_____Teacher's initials. I have written a draft and it has been approved.

VI. Revising the draft

A. Sentence structure and thought content.

1. Does every sentence keep to the subject?

2. Have I told enough?

3. Have I told things in correct order?

4. Does each word and sentence say what I want it to say?

5. Have I repeated words Unnecessarily?

6. Is there enough sentence variety?

7. Are there any incomplete sentences?

B. Grammatical errors.

1. Have I misspelled any words?

2. Have I made any grammatical errors?

3. Have capital letters been used correctly?

_____Teacher's initials. I have revised my draft.

VII. Preparing the final copy

A. Use clean, good-quality, standard sized,white paper. Use black or blue ink or type.

B. Write your name, the date and class in the way your teacher wishes.

C. See your teacher for further directions, if you are typing your paper.

D. Correct errors neatly.

E. Copy a page over if it looks untidy. Remember that <u>appearance is important</u>.

VIII. Title page, table of contents, footnotes and bibliography.

A. The title page should include

1. Title of the paper
2. Writer's name
3. date submitted
4. class and teacher's name.

TELEVISION
NEWS

by
John Doe

TAG - Mr. Lee
Jan.10, 1979

B. Table of contents

1. List the main topics discussed in your paper.

2. Indicate the page number where each is found.

C. Footnotes

1. Give credit for a direct quotation
2. Give credit for an original or unusual idea which you have put in your own words.
3. Give credit for statistics, figures, definitions, diagrams, etc.
4. Number footnotes consecutively throughout the paper. Use the following as samples:

VIII. (C. 4. continued)

Examples of footnotes the first time a source is acknowledged

The first time a particular source is acknowledged in a footnote, the source must be completely identified, as in the following examples:

1. For a book by one author:

[1]Edwin Way Teale, The Golden Throng (New York, Dodd, Mead & Company, 1961), P. 45.

2. For a book by two or more authors:

[1]Wallace Brockway and Herbert Weinstock, The World of Opera (New York, Pantheon Books, 1962), p.62.

3. For a book with no author's name:

[1]Webster's Biographical Dictionary (Springfield, Mass., G. & C. Merriam Co., 1961), p. 535.

4. For a book that is edited or a critical edition:

[1]Thomas Wolfe, "The Story of a Novel," in The Thomas Wolfe Reader, ed. by C. Hugh Holman (New York, Charles Scribner's Sons, 1962), pp. 11-51.

For a work that has been cited in the immediately preceeding footnote:

Ibid., p.736

Source: Dougle, L. F. and Houseman, A.M., Preparing the Research Paper, pp. 12-13.

D. Bibliography - using a form similar to that below, arranged in alphabetical order by author's last name, prepare a bibliography which lists the reference sources from which you took information for your report.

(see insert attached)

THE BIBLIOGRAPHY

BIBLIOGRAPHY

(For an unsigned news story)

"Aiding the Arts, " The Milwaukee Sentinel, Jan. 15, 1963, p. 8

(For a book by one author)

Bennett, George N., William Dean Howells: The Development of a Novelist, Norman, Okla., University of Oklahom Press, 1959, pp. 3-209.

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(For a book with no author's name given)

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Source: Ibid, pp. 19-22.

SELF-EVALUATING CHECK LIST

Now that you have completed your research paper, you may wish to check your work by answering the following questions. Have you written a successful paper?

Subject Matter

1. Did you limit your subject sufficiently?
2. Have you sought out original, significant, varied source material?

Bibliography Cards

1. Did you record all bibliographical information as you used the reference?
2. Have you copied the information exactly as it appears on the title page, using the same punctuation and abbreviations?

Note Taking

1. Did you take notes in your own words, in phrases rather than in sentences, using lists and modified outline form?
2. Did you copy direct quotations exactly, enclose them in quotation marks, and record the specific page on which the quotation was found?
3. As you progressed, did you organize your material according to major divisions and subpoints?
4. Do all of your note cards have specific subject headings and does the material on the cards refer directly to the subject heading?
5. Does each note card clearly indicate the source of information to be found on the card and the page numbers?

Writing the Paper

1. In writing your paper, were you able to arrange your note cards according to your plan of organization with the help of the headings on the cards?
2. Did you discard those notes that did not directly pertain to the limited subject upon which you had decided?
3. Have you utilized direct quotations sparingly to embellish an idea or strengthen a point?
4. Did you create effective, meaningful, original sentences from the notes you took?
5. Is the style of your paper lively, original, interesting, and at the same time serious, objective, scientific, and accurate?
6. Have you interpreted your notes objectively, avoiding misleading conclusions by taking material out of context?

Footnotes

1. Have you acknowledged all ideas that are not original with you and are not generally or widely known?
2. Have you strictly observed the mechanics of footnote form, making sure (1) to number footnotes consecutively throughout the paper, (2) to plan ahead and allow space for proper footnote placement, (3) to make use of the shortened form since this is designed to save time and space, and (4) to remember that Ibid., a Latin abbreviation for the word ibidem, meaning the same, must be underlined and followed by a period and may be used only when it refers to the immediately preceding footnote?

SELF-EVALUATING CHECK LIST

continued from page 15

Bibliography

1. Were you readily able to arrange your bibliography at the end of the paper according to the proper order and form directly from the information recorded on the bibliography cards?
2. Does your bibliography list only the references you have actually used, omitting those sources that may have been referred to in the source material you consulted?

Title

Is the title of your paper original, brief, and meaningful?

Source: Ibid., pp. 25-26

IF YOU HAVE DONE ALL OF THE PRECEDING WELL,

HAND IN YOUR PAPER WITH GREAT PRIDE. IT WILL BE

A PLEASURE FOR OTHERS TO READ!

GROUP RESEARCH PROCEDURES

1. Select a chairman

2. Survey as many sources of information as possible related to your topic.

3. List questions as you survey. Set up outline.

4. Read material to answer questions. Complete outline.

5. Review material as a group.

   a. Plan and outline report.
   b. Decide upon an interesting method of reporting, e.g.

      1. tape recorder
      2. dramatization
      3. interview
      4. pictorial
      5. poetry
      6. song
      7. puppets
      8. _____
      9. _____

6. Recite. Presentation to the class. Length_____

   BE PREPARED

   1. Assign responsibilities. e.g.
      a. chairman
      b. questioner
   2. Have materials completed.
   3. Assemble your display.
   4. Place a word outline on the blackboard previous to your presentation.
   5. Record date of presentation.
   6. Prepare a quiz to follow your presentation.

7. Evaluation:

   1. Individual

   2. Group

   3. Class

8. Reflect

WRITING CLINIC

This idea came from an E.C.A. Conference conducted by Dr. James Gray, who is connected with the Bay Area Writing Project. It is a practical way to do group writing, it helps students improve writing skills, and it helps teachers by giving them only five or six papers to grade. It is an idea that can be used at any grade level. This activity takes 1 or 2 weeks depending on the group.

I. Objectives:

A. Practice skills in group process.
B. Write for peers.
C. Practice sentence expansion.
D. Make choices.
E. Write stories.
F. Proofread.
G. Evaluate and select.
H. Produce group writing - the best effort of the group.

II. Procedures:

A. Divide class into groups of five. (Boys and girls in each group.)
B. Each student writes about 12 sentences beginning with, "I remember the time that --------."
C. Each student reads the sentences to the group.
D. The group chooses the five best sentences.
E. The group improves these sentences by correcting errors, adding descriptive words, etc.
F. The group chooses the best sentence.
G. Each student writes a story beginning with the chosen sentence.
H. Each student reads his/her story to the group.
I. The best story is chosen by the group.

OR

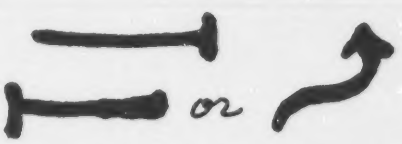
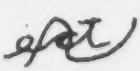
A new story is written using parts of several stories.

J. Each student proofreads the final story.
K. A group member prepares the final copy which should represent the best possible production by the group.
L. The teacher collects the final copies.

III. Evaluation:

A. Use an opaque projector. Read the stories with the class. Mark and discuss errors.
B. Each composition is the property of the group, and, therefore, corrections are not difficult for students to make.
C. The group receives the grade. The individual is observed for his participation in the group.

PROOFREADING - EDITING MARKS

Mark in Left Margin	Item	Mark on Text
¶	Paragraph	
¶	No paragraph	
c/	Capital	mime for Mime
lc	No capital	Mime for mime
sp.	Misspelled word	word
ww	Wrong word	to
p.	Punctuation	go() and later
awk.	Awkward	[ ]
?	Illegible	
frag.	Fragment	[ ]
r.o.	Run-on	{
^	Missing word(s)	go to the store
~	Transposed letters	

USE ANSWER SHEET

Trischuk

FUTURE PROFILE

The future is the next hour, tomorrow, next month, ten years, or hundreds of years from now. Each one of us thinks about the future in his or her own special way. In this questionnaire you will find 38 statements about the future. Express your view of the future by placing one checkmark on Part A and one checkmark for Part B.

PART A - "Not possible" indicates that "this could not ever happen."

"Possible" indicates that "this may happen. Chances are 50-50."

"Probable" indicates that "it is likely to happen. Chances are more than 50-50."

PART B - "Preferable" indicates "I hope this will happen."

"Not Preferable" indicates "I hope this will not happen."

This is not a test. Your responses should be entirely on your own, based on your hopes, desires and conceptions of future life.

Go through the items quickly and record your first response, as this is often the most genuine. Have fun with these ideas and enjoy your adventures in future time.

I BELIEVE

1. Man will live in pressurized domed cities.
2. Man will colonize other planets.
3. By the year 2000, children will be born on the moon.
4. Man will become physically immortal, that is, suspended animation, organ transplants, etc.
5. All occupations will receive the same pay.
6. Man will travel by pedestrian conveyor belt systems: moving sidewalks to and from business and home.
7. Pollution-producing cars, trucks and buses will become illegal transportation.
8. Man will travel faster than the speed of light.
9. Houses and other buildings will be able to travel through the air to wherever the owner or resident wishes to live.
10. All national boundaries will cease to exist.

(over)

11. Man will discover space-warp holes or holes in space which he can use as shortcuts for travelling across the universe.

12. Once man attains advanced communication and transportation powers, he will no longer be interested in using them.

13. Man will build and need synthetic air factories.

14. Marriage as we know it will become illegal.

15. Population growth will be controlled by law.

16. Man will watch the "Swan Lake" ballet performed on Mars where the gravitational pull is 38% of that on earth.

17. Standards of beauty will change so that a blue sky and green grass will not be what is considered beautiful.

18. There will be some years when no new products are put on the market, only old, used ones..

19. Man will learn how to perform surgery without cutting a patient's skin,without pain or scarring.

20. There will be a single dominant language for the whole world.

21. There will be a non-verbal language for thinking and feeling so man can communicate with non-human feelings.

22. The earth's interior will be explored and mapped.

23. Man will learn to travel through time.

24. Man will be able to alter the past.

25. Man will discover and use new power sources.

26. Man will develop a tool which will allow every person to make and to own accurate duplicates of physical inanimate objects.

27. All material possessions will become easily attainable by everyone.

28. Money will cease to exist.

29. Furniture and other physical objects in homes, offices, schools, etc. will cease to exist when not in use.

30. Machine intelligence will exceed man's.

31. Man will learn how to control heredity.

32. Man will create life artificially and only when needed.

33. Animals will develop intelligence similar to man's.

34. Special machines will impress the skills and knowledge of a lifetime on a brain in a matter of minutes.

35. Man will gain control of money.

36. Man will make choices according to what he genuinely believes and likes.

37. Fear will no longer exist as a force influencing human decision-making.

38. Educational institutions will have only one purpose: teaching students how to learn.

FUTURE PROBLEM-SOLVING

Your Name: _____ Grade: _____

Name of Your School: _____

Address of Your School: _____

_____

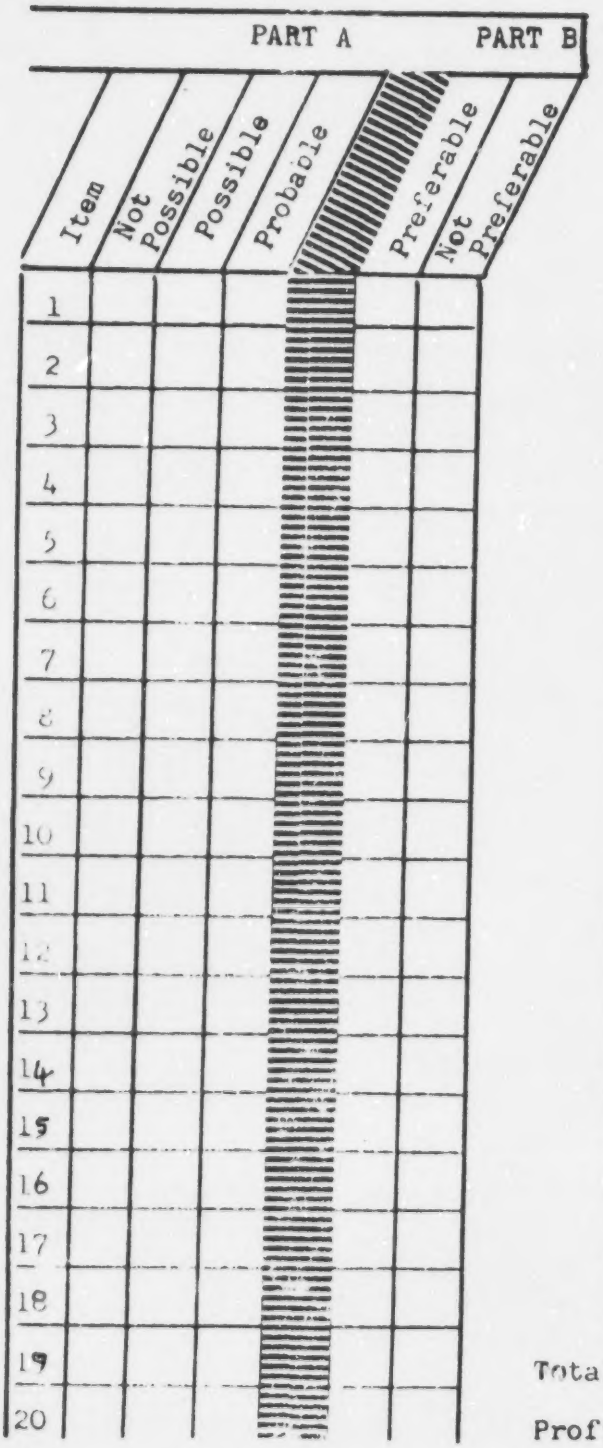
Name of Teacher/Sponsor: _____

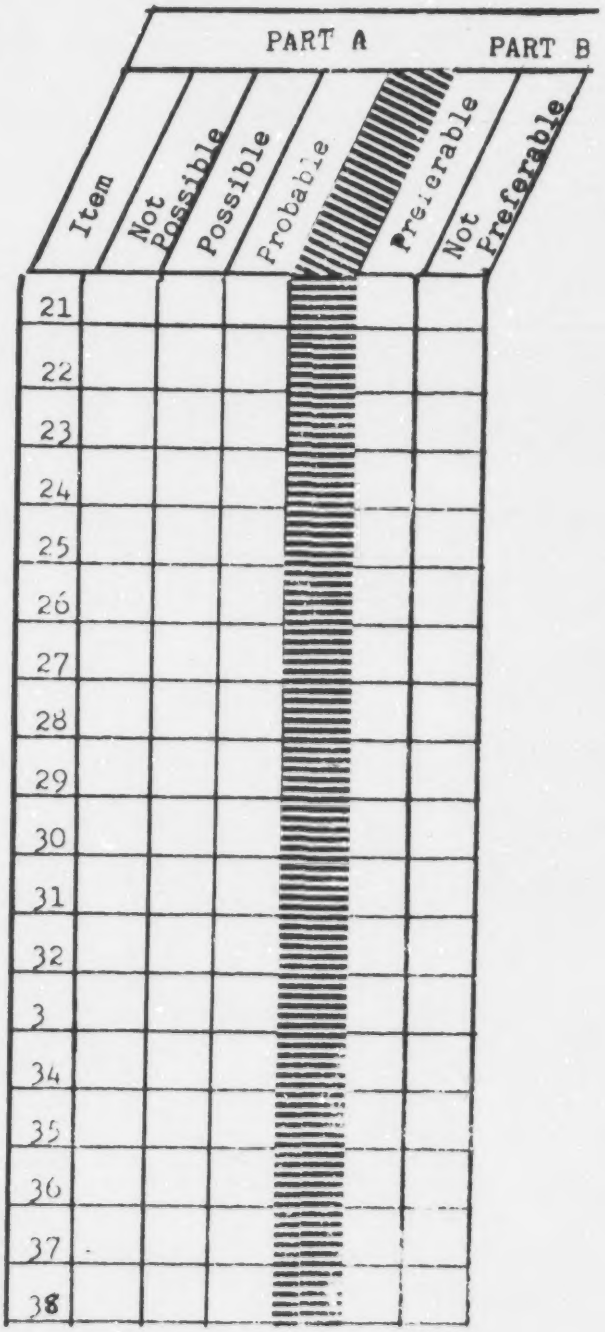
Answer Sheet

F U T U R E P R O F I L E

Name: _____ Date: _____

Grade: ____ Sex: ____ School: _____





Total time of taking the Future Profile = 86 minutes.

FUZZY PROBLEM IN BRIEF

In the future, home computers will receive and store information, initiate and screen telephone calls, send electronic letters, monitor the physical comforts and security of the household by controlling temperature and lighting, and numerous other things. Some futurists predict that such systems may be widely used among wealthy families by 1990. Libraries and home computer systems will take over many of the present functions of schools, colleges and universities, especially the teaching functions. Self-directed learning will be much more common at all levels of education and will be accredited.

These developments will create many difficult problems. With the importance that will be placed on knowledge in a post industrial society, these problems will be even more intense. List below what you think 10 of the biggest problems will be.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Select one of these problems and reword it for creative attack. Write it in the spaces below.

_____
_____
_____

Brainstorm 20 possible solutions to the problem as stated for creative attack.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Formulate 5 criteria appropriate for evaluating these ideas.

1. _____
2. _____
3. _____
4. _____
5. _____

Select 10 of your most promising solutions and evaluate them using the criteria you have listed. Rank each solution from 1 (best) to 10 (poorest) on each criterion.

Alternative solutions below						Total

Restate your best solution or combine two or more ideas into a single solution.

Describe on this page your plan for carrying out the solution you have chosen. Tell just what you would have to do in order to put your solution into practice.

YOUR STYLE OF LEARNING AND THINKING

INSTRUCTIONS: On the answer sheet provided, describe your style of learning and thinking by blackening the appropriate blanks. Try to describe your own strengths and preferences as accurately as possible.

1. (A) Not good at remembering faces.
   (B) Not good at remembering names.
   (C) Equally good at remembering names and faces.

2. (A) Respond best to verbal instructions.
   (B) Respond best to visual and kinesthetic instructions.
   (C) Equally responsive to verbal and visual/kinesthetic instructions.

3. (A) Able to express feelings and emotions freely.
   (B) Controlled in expression of feelings and emotions.
   (C) Inhibited in expression of feelings and emotions.

4. (A) Playful and loose in experimenting (in cooking, art, athletics, writing, research, teaching, etc.
   (B) Systematic and controlled in experimenting.
   (C) Equal preference for playful/loose and systematic/controlled ways of experimenting.

5. (A) Preference for dealing with one variable at a time.
   (B) Preference for considering several variables simultaneously.
   (C) Equal preference for sequential or simultaneous consideration of variables.

6. (A) Preference for multiple-choice tests.
   (B) Preference for open-ended (essay) tests.
   (C) Equal preference for multiple-choice and open-ended tests.

7. (A) Good at interpreting body language.
   (B) Poor at interpreting body language, dependent upon what people say.
   (C) Equally good at interpreting body language and verbal expression.

8. (A) Good at thinking up humorous things to say and/or do.
   (B) Poor at thinking up humorous things to say and/or do.
   (C) Moderately good at thinking up humorous things to say or do.

9. (A) Preference for kinesthetic stimuli.
   (B) Preference for auditory stimuli.
   (C) Equal preference for kinesthetic and auditory stimuli.

10. (A) Objective in obtaining information or making judgments.
    (B) Subjective in obtaining information or making judgments.
    (C) Equally objective and subjective in obtaining information and making judgments.

11. (A) Playful approach in solving problems.
    (B) Serious, all-business approach to solving problems.
    (C) Combination of playful and serious approach in solving problems.

12. (A) Mentally receptive and responsive to environmental stimuli.
    (B) Essentially self-acting and creative mentally.
    (C) Equally receptive and self-acting mentally.

13. (A) Able to improvise freely with whatever is available.
    (B) At times able to improvise with whatever is available.
    (C) Dislike improvising; prefer working with proper materials.

14. (A) Like for experiences to be planned, structured.
    (B) Like to keep things open, fluid, spontaneous.
    (C) Equal preference for planned and open experiences.

15. (A) Very inventive.
    (B) Occasionally inventive.
    (C) Never inventive.

16. (A) Think best while lying flat on back.
    (B) Think best while sitting upright.
    (C) Equal preference for thinking while lying down and sitting upright.

17. (A) Preference for concrete thinking.
    (B) Preference for abstract thinking.
    (C) Equal preference for concrete and abstract thinking.

18. (A) Highly psychic.
    (B) Moderately psychic.
    (C) Little or no psychic ability.

19. (A) Frequently use metaphors and analogies.
    (B) Occasionally use metaphors and analogies.
    (C) Rarely use metaphors and analogies.

20. (A) Usually get many new insights from analogies.
    (B) Occasionally get new insights from analogies.
    (C) Rarely ever get new insights from analogies.

21. (A) Preference for simple problems.
    (B) Preference for complex problems.
    (C) Equal preference for simple and complex problems.

22. (A) Responsive to emotional appeals.
    (B) Responsive to logical, verbal appeals.
    (C) Equally responsive to emotional and verbal appeals.

23. (A) Preference for dealing with one problem at a time.
    (B) Preference for dealing with several problems at a time.
    (C) Equal preference for dealing with problems sequentially or simultaneously.

24. (A) Grasps best well established, certain information.
    (B) Grasps best that which is still elusive and uncertain.
    (C) Equal preference for certain and uncertain truth.

25. (A) Preference for critical and analytical reading.
    (B) Preference for creative, synthesizing reading.
    (C) Equal preference for critical and creative reading.

26. (A) Preference for intuitive approach in solving problems.
    (B) Preference for logical approach to solving problems.
    (C) Equal preference for logical and intuitive approaches to solving problems.

27. (A) Enjoyment of using symbols in solving problems.
(B) Dislike of using symbols in solving problems.
(C) Neither enjoyment or dislike of using symbols in solving problems.

28. (A) Preference for solving problems logically.
(B) Preference for solving problems experientially.
(C) Equal preference for solving problems logically and experientially.

29. (A) Skilled in giving verbal explanations.
(B) Skilled in showing by movement and action.
(C) Equally able to give verbal explanations and explanations by action and movement.

30. (A) Preference for teaching by verbal exposition.
(B) Preference for teaching by visual presentation.
(C) Equal preference for verbal exposition and visual presentation.

31. (A) Primary reliance on language in remembering and thinking.
(B) Primary reliance on images in remembering and thinking.
(C) Equal reliance on language and images.

32. (A) Enjoyment of talking and writing.
(B) Enjoyment of drawing or manipulating objects.
(C) Enjoyment of both talking/writing and drawing/manipulating.

33. (A) Preference for analytical thinking.
(B) Preference for synthesizing.
(C) Preference for analysis and synthesis.

34. (A) Easily lost even in familiar surroundings.
(B) Easily find directions even in strange surroundings.
(C) Moderately skilled in finding directions.

35. (A) More creative than intellectual.
(B) More intellectual than creative.
(C) Equally creative and intellectual.

36. (A) Preference for research involving single variables.
(B) Preference for multivariate research.
(C) Equal preference for single and multiple variable research.

V

ORIENTATION HANDBOOK FOR T.A.G. PROGRAM MENTORS

1978 - 1979

T.A.G. RESOURCE CENTER
FIVE OAKS SCHOOL
173rd & Cornell Road
649-0256

Director - Jayasri Ghosh
School-Community Activities Co-ordinator - Shirley Conklin
T.A.G. Resource Teacher - Dorothy Bean

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Beaverton Talented and Gifted Resource Center

Philosophy

The Beaverton District Talented and Gifted Resource Center is a one-year, short term project funded by the State of Oregon which is designed to develop and model processes, techniques, materials and instructional strategies to support area and building Talented and Gifted programs in Beaverton.

The operation of the Resource Center will supplement and support but not supplant the district programs since the project is designed to be aphased out after one year. Rather it is a resource to existing programs designed to facilitate and strengthen the instructional process for indentified TAG students.

Purposes

To identify needs of teachers and students and be a resource in providing information relating to the teaching of gifted students.

Provide in-service training to teachers and model teaching strategies especially suited to gifted students.

Provide service to teachers and students in identifying mentors in the community who will work with students on independent, in-depth research, or with groups on given subjects.

Provide gifted students with information to pursue research topics using a computerized information retrieval service. The computer will be located at the Center.

Act as a clearinghouse of information for new and already available information related to the teaching of gifted students.

Provide gifted children with the opportunity to meet with their peers from other schools - enable them to work with each other in areas of common interest.

Other Information

The Center was officially opened on October 16, 1978 and operates from 7:30 a.m. to 5:30 p.m. TAG teachers, facilitators and parents are welcome to visit and use the resources of the Center at any time.

The TRC newsletter is printed monthly updating readers with recent events and new ideas for teaching.

The TRC staff is open to any new ideas and suggestions that you would be willing to share regarding gifted education.

INDEPENDENT STUDY

One of the primary purposes of the Beaverton TAG program is to have identified students from grades four through nine who are engaging in special activities that challenge their capabilities but are related to their expressed areas of interest. At some point in the school year, every student in the TAG program is encouraged to pursue a topic of his interest in-depth in the form of an independent study. While students are allowed to design their own studies, certain guidelines which would help them focus their problem, are recommended.

After doing some preliminary research the student may feel the need to work with someone in the community, a "mentor", who has a similar interest and who would be willing to work with the student. Upon request by the student, contact is made with a mentor. The TAG staff would then be responsible for orienting both the student and the mentor to each other so that the learning experience is maximized. It is anticipated that the mentor could help the student by (a) providing information to a student relating to a topic, (b) serving as a model for the student by demonstrating a variety of ways that people can utilize their human potential. This interaction could also be considered a component of "career development" training for these students as they gain first-hand information about the many possible careers and interests they may pursue and/or select as they continue to develop.

While the task of completing the Independent Study will be the responsibility of the student, the TAG teacher along with TAG Resource Center Staff will (a) help the student stay on task and (b) ensure that the experience is satisfying for the mentor and profitable for the student.

Student products will then be evaluated by TAG teachers using the attached checklist as a guideline. (see page 8)

Source: Handbook for Volunteers Glenfair Gifted and Talented Program by Marsha M. Correll

ROLE OF THE MENTOR

The Beaverton T.A.G. Mentorship Program is a deliberate attempt to match gifted youngsters in a one-to-one relationship with adults who could serve as models. A mentor can be anyone - judge, novelist, engineer or orchestra conductor. The key requirements are that the adult care about the student and that their relationship be grounded in a strong mutual interest usually related to the mentor's career or in an area of student concern.

A basic idea is that exposure to varied skills, interests, attitudes and values will enable gifted and talented students to learn better and understand more completely some of the challenges they will face as they mature.

Students assume a more active role in their learning experiences as they formulate questions they would like to have answered by an "EXPERT" in a shared area of interest. This helps to move students away from total dependence upon textbooks and teacher "telling" and toward independent learning which may utilize a variety of sources.

It is postulated that as students mature, this model will continue to be useful in "lifelong learning." Students will have gained skills in asking questions and seeking answers from people with whom they come in contact who share their interests and/or who have special skills. They will also have the opportunity to compare information found in books, periodicals or presented on television, etc. with reports of people currently involved in students' areas of interest.

Students have the opportunity for contact with people in a variety of careers and can get an idea of how vocational and/or avocational interests may affect a persons total lifestyle. The effects of a career on other life activities including family, leisure, learning, etc. can be explored with active participants in the community.

Source: Taken and adapted from Gifted and Talented: Community Personnel as resources by Marsha M. Correll

Gifted youngsters need the freedom to explore subjects more deeply than is possible in most classrooms. The mentorship program is one way that their special needs can be met. Here are some tested outcomes of a mentorship program.

1. A mentor who respects and appreciates student talent can provide individualized stimulation to stretch and test his or her own abilities.
2. Many gifted young people are sometimes pressured to develop their talent at the expense of other parts of their personalities. The mentorship program provides students with opportunities to test themselves in other than academic situations.
3. Some young people conceal their talents - perhaps intentionally - afraid of being different or perhaps they are unable to communicate. A mentor could help a student to explore his or her own abilities. The individualized adult encouragement often discloses unexpected talents.

- - - - -

-- Essence of Mentorship expressed by a Boston teacher --

"It is important to me to know I have arranged for an older person and a child to get together in a relationship where both are thinking, learning, exchanging. In short, they are living; I just get them together and allow the magic thing to happen."

Source: Resources for Youth - February 1978

SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

May V. Seagoe
Professor of Education
University of California at Los Angeles

Characteristics	Concomitant Problems
1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual	1. Possible gullibility
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity	2. Occasional resistance to direction; rejection or remission of detail
3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth	3. Difficulty in accepting the illogical
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars	4. Invention of own systems, sometimes conflicting
5. Retentiveness	5. Dislike for routine and drill; need for early mastery of foundation skills
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas	6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism
7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation	7. Lack of early home or school stimulation
8. Power of critical thinking, skepticism, evaluative testing; self-criticism and self-checking	8. Critical attitude toward others; discouragement from self-criticism
9. Creativeness or inventiveness; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling	9. Rejection of the known; need to invent for oneself
10. Power of concentration; intense attention that excludes all else; long attention span	10. Resistance to interruption
11. Persistent, goal-directed behavior	11. Stubbornness

Characteristics	Concomitant Problems
12. Sensitivity, intuitiveness, empathy for others; need for emotional support and sympathetic attitude	12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. High energy, alertness, eagerness; periods of intense voluntary effort proceding invention	13. Frustration with inactivity and absence of progress
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action	14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Versatility and virtuousity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing	15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Friendliness and outgoingness	16. Need for peer group relations in many types of groups; problems in developing social leadership

Questioning Strategies

Questions posed by the Mentor are an important means to facilitate students' independent work. The following models may aid the Mentor.

Quantity Questions

1. List all of the _____.
2. List as many_____as you can think of.
3. How many ways can you come up with_____?

Reorganization Questions

1. What would happen if_____ were true?
2. Suppose_____(happened), what would be the consequences?
3. What would happen if there were no_____?

Supposition Questions

1. Suppose you could have anything you wanted in working on this. What ideas could you produce if this were true?
2. You can have all the _____in the world. How could you use it to_____?
3. You have been given the power to_____. How will you use it?

Viewpoint Questions

1. How would this look to a _____?
2. What would a _____mean from the viewpoint of a _____?
3. How would_____view this?

Involvement Questions

1. How would you feel if you were_____?
2. If you were_____what would you (see, taste, feel, smell)?
3. You are a _____. Describe how it feels.

Forced Association Questions

1. How is_____ like_____?
2. Get ideas from_____to improve_____.
3. I only know about_____. Explain_____to me.

Source: Handbook for Volunteers Glenfair Gifted and Talented Program by Marsha M. Correll

INDEPENDENT STUDY CHECK LIST

Student Name _____

Exploration _____ Date _____

_____ Brainstorming

_____ Topic Selected _____

_____ Questions

1.

2.

3.

4.

_____ Research Completed

_____ Report Prepared

_____ Media Prepared

_____ Report Given
Audience _____ Date/Time _____

_____ Log Entries*

_____ Explorations
Daily Work Sessions

(Dates) _____ _____ _____ _____ _____

_____ Final Entry

_____ Thank You Letter

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* Each student on independent study is required to keep a spiral notebook log in which he/she records:

1. Daily progress.
2. Rough drafts of writing.
3. Any other materials the teacher wishes included.

Source: Handbook for Volunteers Glenfair Gifted and Talented Program by Marsha M. Correll

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TAG RESOURCE CENTER

STUDENT-MENTOR CONTRACT

It is our intent to meet together at _____
(place)

_____ _____
(day) (time)

for a period of _____ weeks to explore the area of _____

_____

We expect to accomplish these things:

We will meet promptly at the designated time, and we will call each other by telephone when we are unable to keep an appointment.

We will be prepared for each meeting by gathering materials, completing assignments, etc. so that our time together will be productive.

This contract can be dissolved by mutual consent of any two of the following: student, mentor, parent, or T.A.G. Instructor.

_____ _____
Student Mentor

_____ _____
Phone Phone

_____
Date

TAG RESOURCE CENTER
Five Oaks School

STUDENT PERFORMANCE REVIEW FORM

Student _____ Date _____

Mentor _____

Interest Explored _____

	needs to improve	satisfactory	commendable	not applicable
LEARNING PROCESS				
Uses initiative, seeks opportunities to learn				
Takes responsibility for own learning				
Strives for quality in assigned projects				
Asks appropriate questions				
Uses learning resources at community site				
PERFORMANCE				
Seeks feedback concerning performance				
Accepts feedback information				
Uses criticism constructively				
Completes tasks assigned				
Progressively requires less supervision				
ATTITUDE				
Understands and accepts responsibility				
Observes site rules				
Shows interest and enthusiasm				
Is courteous and cooperative				
Displays good judgement				
Has poise and self-confidence				
Is concerned for equipment/property				
ATTENDANCE				
Reports for mentor sessions on time				
Adheres to established schedule				

Source: Experience-based Learning: How to make the Community your Classroom - Northwest Regional Educational Laboratory

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STUDENT PERFORMANCE REVIEW

(continued)

Did Student accomplish the goals in your contract? If not, why?

Do you think this was a good experience for the student? Why?

Did you have the necessary background and help from the TAG Resource Center?

What changes would you like to see made in the program?

Has the student shown any progress in his level of understanding of the subject? If so, how?

Has this been a good experience for you?

Would you serve as mentor again?

_____

Mentor

V

TAG RESOURCE CENTER
FIVE OAKS SCHOOL

TAG TEACHERS' RESOURCE REQUEST

_____
Today's Date

Teacher's Name_____School_____

Hours you can be
Reached by phone_____School Phone_____

Can I call you at home?_____Home Phone_____

Grade level_____No. of Students_____

Preferred Date_____Alternate Date_____

Beginning time_____Conclude_____

Room to be used_____

RESOURCE REQUEST: ___Contact person, ___Speaker, ___Project facilitator,

___Other (Explain)_____

PLEASE LIST plans for your project, how the Resource will be used, specific information wanted from Resource, preparation and follow-up activities:

_____

_____

_____

_____

_____

_____

SPECIAL DIRECTIONS to be given to the Resource Person:_____

_____

_____

SUGGESTED CONTACTS:_____

_____

RETURN TO: Shirley Conklin, TAG School-Community Activities Coordinator
Five Oaks School, 649-0256 or 639-3393 (home)

V

Beaverton Schools
District No. 48

P.O. Box 200 Beaverton, Oregon 97005
503/649-0256

District Talented and Gifted Resource Center
Five Oaks Intermediate School

MEMORANDUM TO STUDENT

TO: Name
Address
Phone

FROM: Shirley Conklin, TAG School-Community Activities Coordinator

You have requested a Mentor to help you_____

Your Mentor will be: Name_____

Address_____

Home Phone_____ Business Phone_____

Occupation_____

The first meeting with your Mentor will take place at_____

on_____ at_____
Date Time

You will want to be prepared for this initial meeting by:

--Taking your notebook log with you

--Being able to summarize quickly you independent study

--Having written the questions you want answered during the mentorship

--Reviewing the enclosed sheet which tells you how to ask good questions

By the end of your first meeting you and your Mentor should have determined together (1) some specific goals and definite tasks which you will perform; (2) where and when your future meetings will take place. Then you can complete and sign the enclosed contract with your Mentor.

If you have any questions or problems during the Mentorship, tell your TAG teacher at school or call Dorothy Bean at Five Oaks School, 649-0256.

You have a great opportunity for learning ahead of you. Use the time well, and please report what happens to us at the TRC.

V

NOTIFICATION OF RESOURCE AVAILABILITY

Today's date _____

Resource Requested: _____

_____

PLEASE CALL RESOURCE PERSON TO DISCUSS FINAL DETAILS _____

Phone # _____ _____ Best time to call _____

Date available _____

Time available _____

Fee _____

Special equipment or arrangements needed _____

_____

_____

_____

Additional information _____

_____

_____

_____

_____

_____

Address for thank you notes: _____

_____

_____

_____

_____

Shirley Conklin - TAG School-Community Activities Coordinator

FIVE OAKS SCHOOL

649-0256 or 639-3393

SC:dls:11/78